

## Maths Policy

### Rationale

At Highshore, we want all of our students to reach their numeracy potential and be able to engage in a range of numerical situations within our school setting and the wider world. Our pedagogy is based on an understanding that 'Mathematics is the most international of all curriculum subjects, and mathematical understanding influences decision making in all areas of life—private, social, and civil'. Furthermore, we believe that 'all students, irrespective of age, can develop positive mathematical identities and become powerful mathematical learners' (Anthony & Walshaw, 2007). We also recognise that our student's numeracy development can be supported through a carefully sequenced and planned curriculum utilising mastery learning. "on average, mastery learning approaches are effective, leading to an additional five months' progress' and 'Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students' (EEF Toolkit). We want our students to have the numeracy skills to access further studies, employment and a lifelong enjoyment of Mathematics. This is an integral part of our values and we actively strive to ensure our students are able to communicate and be as independent as possible.

Mathematics and numeracy are embedded into the teaching of all subjects across the school. We recognise that numeracy skills are necessary to access learning in many subject areas and the wider school community. Students' numeracy is supported through our communication and by the use of Makaton, through our formal Mathematics teaching and our supportive Mathematics interactive programmes. In our teaching we develop numeracy skills alongside functional Mathematics and the use of Mathematics within the wider world.

The teaching of Mathematics ensures equal opportunity for all students and we actively employ resources to support and celebrate the diversity within our school and community.

### Aims

Mathematics provides pupils at Highshore with experiences, skills and opportunities to:

- ✓ Build on their awareness of events and actions to recognise changes in patterns, quantity and space in their immediate environment and in the wider world
- ✓ Use their developing awareness to anticipate and predict changes
- ✓ Extend mathematical skills, experience and understanding which allow them to visualise, compare and estimate. For some pupils this will be achieved in abstract as well as concrete skills

### **Associated Staff Training**

All teaching staff need to be trained in teaching 'Powermaths' to support student learning throughout the school. Training needs to cover the 'Powermaths' and 'White Rose' programmes and also the assessments used throughout the year. Training needs should reflect the needs of the school community. Successful training will enhance the knowledge and skills of staff and improve students Maths across the school.

### **Monitored By**

Stephanie Cousins, Maths Coordinator  
Sam Mothersole, Deputy Head

### **Policy Review**

This Policy will be reviewed every three years by the Maths Coordinator and the Deputy Head. Where appropriate this will include consultation with staff.

Stephanie Cousins, Maths Coordinator  
Sam Mothersole, Deputy Head  
March 2021

Review March 2024

Governor's signature: \_\_\_\_\_

*Julia G. Field*

Date ratified: \_\_\_\_\_

*March 31st 2021*